

Strategic Planning Update

April Town Hall

April 30th, 2024



Strategic Planning Committee

Abbie Barsness (Ex-Officio)
Strategic Planning Coordinator

Alex Kelly
CFO – Athletics

Brent Olinger
Retention Specialist – PLUS Program

Chris Valeo (Ex-Officio)
Professor – English & Philosophy
Director of the Faculty Commons

Christine Johnson
Board of Trustees

Frank Lynch (Co-Chair)
Associate Professor – Applied Mathematics
Immediate Past President – Faculty Organization

Iman Munawar
Executive Vice President – ASEWU

Jake Morrison (Ex-Officio)
Executive Director – Institutional Effectiveness

Jason Scully
Associate Professor – Urban and Regional Planning

Jay Manning
Chair – Board of Trustees

Jennifer Waldo
Associate Dean of CSTEM

Jonathan Anderson (Co-Chair)
Provost and Vice President – Academic Affairs

Lea Jarnagin
Vice President – Student Affairs

Lucretia Berg
Associate Professor – Occupational Therapy

Mandy Downing
Catering Supervisor – Dining Services

Qing Stellwagen
Associate Professor – Library



Strategic Planning Facilitation Team

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Agenda

- Welcome
- Strategic Planning update
- Presentation of Mission, Vision, Values
- Presentation of Proposed Strategies
- Feedback from Participants on Proposed Strategies
- Review of Next Steps
- Closing Comments

Work Timeline

- December 2022: RFP results in contract with AASCU
- Spring/Summer 2023: Construction of Strategic Planning Committee
- August 2023: Focus groups complete SWOT analysis led by John Welty (AASCU)
- Fall Quarter 2023: Feedback and committee work
 - Website: inside.ewu.edu/strategic-planning
 - SPC: Shaped mission, vision, values, constructed goal category areas
 - Town Halls: Feedback on values, goal category areas
 - BOT Meetings: Updates/feedback to/from board
- Winter Quarter 2024:
 - Established working groups for goal category areas
 - Working groups: Equity lens training, drafting outcomes and strategies
 - Community presentations: Drafts of mission, vision, values
 - BOT meetings: Updates/feedback to/from board
- Spring Quarter 2024
 - Working groups: refine their desired outcomes, create strategies
 - Community presentations: Draft Strategies
 - BOT meeting:: Updates/feedback to/from board

Additional Features

- Preamble to Plan
- Land Acknowledgement
- Text Bubbles
- Best Practices

Strategic Planning Goal Areas

- Belonging Through Justice, Equity, Diversity, and Inclusion
- Investing in Our People and Places
- Regional Impact / Regional Anchor
- Student Success and Student Experience



Belonging Through Justice, Equity, Diversity, and Inclusion

Working Group Members

- Elise Brehmer- Assistant Director of SAIL
- Evanlene Melting-Tallow – Program Coordinator / Recruiter, American Indian Studies
- **Kim Davis – Senior Director of Diversity and Inclusion (Lead)**
- Marcus Scott – Assistant Director for Student Organizations and Leadership
- Melissa Graham – Senior Lecturer, Mathematics
- Michael Ochi – Counseling and Wellness Services, Psychological Counselor
- Michael Rutledge – Associate Athletic Director, Student Success, Athletics
- Rebecca Clark – Director McNair Scholars Program
- Ryan Weldon – Assistant Director: Career Development, Career Center

Belonging Through Justice, Equity, Diversity, and Inclusion

Outcomes

- Offer Culturally Responsive Teaching / Learning in Curricular and Co-Curricular Spaces
- Empower and Support Students
- Dismantle Systemic Barriers
- Enhance Faculty and Staff Diversity
- Support Belonging and Community Integration

Belonging Through Justice, Equity, Diversity, and Inclusion

Strategies

- Establish the Inclusive Teaching Academy to meet the following timeline and participation rates (faculty):
 - Year 1: Development and training for the initial participants
 - Year 2-5: Deploy a train-the-trainer model where each trainer leads 2 teams of 8-10 faculty
 - Year 5: 25% of faculty have participated on an Inclusive Teaching Academic team
- Establish the inclusive Co-Curricular Education to meet the following timeline and participation rates:
 - Year 1: Development and training for the initial participants
 - Year 2-5: Deploy a train-the-trainer model where each trainer leads 2 teams of 8-10 staff; including ELT member's participation.
- By the end of the academic year 2026, EWU will complete an analysis of mentorship opportunities available through the institution and coordinate these opportunities to serve students better, leading to an increase in the number of students who participate in a university mentorship program by 10% and will have 2% greater outcomes (measured by retention and graduation) than those who do not.
- By the end of the 2029 academic year, 100% of university units will complete an equity-minded audit to identify policies and practices contributing to inequitable outcomes for historically underrepresented students/faculty/staff and propose interventions to remedy those inequalities.
- By 2029, EWU will complete an audit of all university and academic policies to identify systematic barriers that disproportionately affect historically underrepresented students/faculty/staff.
- EWU will improve the recruitment and retention of historically underrepresented employees on campus. By 2029 the hiring of staff and faculty from historically underrepresented populations will improve by 5% and the proportion of historically underrepresented applicants will improve by 10%. Reduce the disparity in retention by 25%.

Investing in Our People and Places

Working Group Members

- Anna Frost – Senior Grant Writer and Proposal Developer
- Christopher Galow – Maintenance Mechanic 2
- David Millet – Director, Veterans Resource Center (Co-Lead)
- Kris Jeske – Director of Construction and Planning
- Maggie Cox – Operations Manager, Mathematics
- Mandy Downing – Catering Supervisor (Co-Lead)
- Omar Khater – Residential Life Coordinator
- Paul Weed – Director of Academic Affairs Planning and Budgeting
- Sandra Godin – HR Associate, Compensation

Investing in Our People and Places

Outcomes

1. Employee retention, including faculty and permanent staff, will improve at a rate of 1% year. Recruitment of applicants for all permanent EWU positions will improve by 5% year.
2. EWU employees will have an increase of xx.xx% of newly offered benefits, such as the Employee Dependent Tuition Waiver, URC employee discount, and any newly announced fringe benefits as a part of the 2024-2025 strategic plan
3. EWU will develop and begin implementing a campus master plan by April 2025 to create an attractive, welcoming, and sustainable environment that supports excellence in education, provides an intentional and predictable roadmap, and is a model for other institutions. (include both Cheney and Spokane).
4. Advance faculty and staff 2023 EWU climate Survey scores to be on par with other national four-year institutions.
5. 100% of staff have access to at least one professional development* opportunity annually, with a target of 80% participation rate.
6. Improve yearly faculty financial support for sufficient research, publication, conference attendance (professional development, research) training, and other professional development.
7. EWU will develop and implement by AY 2025-2026, an onboarding experience tracker that includes a checklist and survey of onboarding satisfaction. Once baseline data are collected in AY 2026, measurable outcomes will be created for benchmarking and targets for improvement.



Investing in Our People and Places

Strategies

1. Identify factors that lead to faculty and staff turnover and develop, implement, and evaluate programs to improve recruitment and increase retention. The university will work to address factors such as equitable workloads, establishing and enhancing trust in working relationships, and career advancement.
2. Develop an effective onboarding experience for new employees that supports their successful integration, and understanding of their unit's mission, systems and processes, and the university culture. All employees will have access to benefits, both state and university-based, which can enhance their job satisfaction and loyalty.
3. Create an attractive, welcoming, and sustainable campus environment for both Cheney and Spokane that supports excellence in education, fosters formal and informal collaboration, and is a model for other institutions.
4. Data-driven comprehensive approach to enhance the well-being and resilience of faculty and staff so that they can achieve their fullest potential which will impact individual satisfaction, reduce burnout, increase skills, create a sense of belongingness, and provide opportunities for connection.
5. Establish a workplace culture where we invest in and provide resources for the continuous learning and professional development of all employees.

Regional Impact / Regional Anchor

Working Group Members

- Alex Kelly – CFO Athletics (Co-Lead)
- Brett Lucas – Principal Planner and Communications Manager, City of Cheney
- Erik Budsberg – Dir. Sustainability
- Jens Larson – Assoc. VP – Enrollment Management (Co-Lead)
- Kelsey Hatch-Brecek – Dir. Alumni Relations
- Marcie Estrellado – Program Specialist 2, Eagle Store
- Patrick Jones – Exec Dir. Public Policy
- Romeal Watson – Assoc Dir – Employer Relations
- Travis Masingale – Associate Professor

Regional Impact / Regional Anchor

Outcomes

- 100% of graduating EWU students will participate in an internship, work experience, extended community service activity, or academic research project by winter 2029. The university will collect 12-month job placement data for 100% of all graduates by 2027. EWU will share results via a public-facing website using appropriate tracking, reporting, and sharing mechanisms, including at least 25 alumni success stories per year.
- EWU will develop a compensation/investment strategy that creates a culture of community engagement and incentivizes participation for applied learning, fine and performing arts, and community engagement, targeting a 25% annual participation rate among faculty by fall 2029.
- EWU will define and map the region and regional trade area via data-driven analytics. Using the results of this analysis, EWU will perform shared urban and long-term planning with Cheney and the West Plains. EWU will strategically develop and track relationships with Cheney, West Plains, and Catalyst-related organizations in order to create professional partnerships and development opportunities for students.
- EWU will increase alumni involvement in non-giving activities. EWU will create an investment model for 16 departments to develop alumni-driven alumni/student mentoring and job-finding activities or programs. These programs will be based on best-practice models and will focus on talent and skills development, not just job placement.
- EWU will foster a sense of regional belonging, connection and understanding among students, employees and faculty. Each department will create a pro-belonging and onboarding policy, and a centralized administrative unit will organize or fund annual activities.



Regional Impact / Regional Anchor

Outcomes

- EWU will inventory and track the work that faculty and staff do as board members and community collaborators. EWU will compare institutional investments in this area with institutional academic and economic priorities. In areas where EWU lacks presence, EWU will develop strategies and investments to position EWU faculty and staff in those places and annually publish an overview of regional collaborations and outcomes.
- EWU will identify, prioritize, and fund at least one major sustainability focused initiative as it establishes itself as the regional authority on the topic. Potential examples include the following:
 - A Clean Energy Technology Center formed by an interdisciplinary team of faculty potentially including those from engineering, political science, economics, and planning.
 - A Water Resource and Policy Institute formed by an interdisciplinary team of faculty potentially including those from biology, environmental science, political science, American Indian ed, and philosophy faculty.
 - A Pacific Northwest Institute for Prairie Restoration formed by an interdisciplinary team of faculty potentially including those from biology, American Indian education, history, recreation, and English faculty that focuses on the natural and cultural histories and significance of regional prairies and how to restore them.
 - An Inland Northwest Environmental Restoration Center focused on restoring local ecologies, raising awareness of landscapes, and supporting regional communities: e.g. forever chemicals at Fairchild Air Force Base, waterway remediation in Coeur d'Alene and the Spokane River, nuclear waste management at Hanford, prairie restoration on the Palouse, and community revitalization in areas served by highways.
- EWU will develop a multi-year investment and change-management plan that aligns major state and institutional investments in infrastructure with development of faculty, student, and community engagement programs. Systematically applied across the institution, this plan will be incorporated into annual plans of all campus units.



Regional Impact / Regional Anchor Strategies

- Develop a comprehensive database of experiential learning opportunities for students including internships, community service, and research projects.
- Integrate experiential learning into academic programs as a graduation requirement.
- Provide financial support like scholarships for students engaging in these opportunities.
- Establish a mentorship program connecting students with alumni and professionals.
- Incorporate community engagement into faculty evaluations and promotion criteria.
- Create a grant program for faculty-led community projects.
- Recognize and reward faculty excelling in community engagement.
- Offer professional development for faculty in community engagement pedagogy.
- Foster interdisciplinary collaborations for community engagement projects.
- Develop a joint urban planning framework aligning campus development with regional growth strategies.

Student Success and Student Experience

Working Group Members

- Brooke Nicholson - CAMP Retention Specialist
- Carlos Castillo-Garsow - Faculty Organization Vice President
- Chris Valeo - Professor of English and Director of Faculty Commons
- Cori Jeager - McNair Program Academic Advisor
- Elizabeth Humberstad - ASEWU Academic Affairs
- Erin Ross - EWU director of Tribal Relation
- Gina Gendusa - Director of Eagle Care Network
- Heather Veeder - Associate Vice President, Student Success, Policy & Planning
- **Josh Ashcroft - Associate Vice President of Campus Life (Co-Lead)**
- Jake Morrison - Executive Director of Institutional Effectiveness
- Jared Jackson - Master's of Social Work Student
- Jon Anderson - Provost
- Kevin Decker - Professor of Philosophy
- Krisztian Magori - Associate Professor of Biology
- Kim Davis - Senior Director for Diversity and Inclusion
- Laura Gant - Associate Director of Wellness Services
- Lea Jarnigan - Vice President for Student Affairs
- Lorie Speer - Associate Professor of Dental Hygiene
- **Pui-Yan Lam - Faculty Organization President (Co-Lead)**
- Scott Eubanks - Director of Graduate Studies
- Sonora Hernandez - Associate Director of Housing and Residential Life



Student Success and Student Experience

Outcomes

- Promote Student Success and Close Structural Equity Gaps
- Multi-dimensional Student Well-Being
- Student Self-Exploration and Self-Understanding
- Equitable and culturally relevant/sustainable learning experiences and student engagement.
- Grow new student enrollment

Student Success and Student Experience Strategies

A. Promote Student Success and Close Structural Equity Gaps

Strategy #1 Revamping First Year Experience, starting with strong pre-student programming, including New Student Orientation and Summer Bridge Programs Comprehensive, required First Year Experience course(s) in conjunction with programming infused with opportunities for self-exploration/self-understanding of values, identities, cultural heritage, and career paths as well as strong relationship building and support in transitioning to EWU and feeling a sense of belonging.

Strategy #2 Strengthen support for student clubs, student programming and student support systems that take into consideration the diverse needs of BIPOC students, LGBTQ+ students and students who have heavy responsibilities from work, family and community.

Strategy #3 Build a strong infrastructure for administrators, staff and faculty professional development centering on a holistic, decolonial, people-centered model that prioritizes well-being, student success, and best practices for retention, especially knowledge and skills essential for addressing systemic racism, sexism, heterosexism, cissexism, and other forms of oppression and effectively serving minoritized students.

Strategy #4 Engage and collaborate with parents and families to aid transition to EWU, especially for parents and family members who may not be familiar with college experiences in the United States

Strategy #5 Increase capacity/compensation/expectation for faculty to meet one-on-one or in small groups with students in their classes to provide adequate time for relationship building



Student Success and Student Experience Strategies

A. Promote Student Success and Close Structural Equity Gaps (cont'd)

Strategy #6 Increase tutoring and academic support.

Strategy #7 Improve data collection methods to assess and evaluate student success indicators, especially for minoritized students and those that may not be adequately represented by numbers alone.

Strategy #8 Increased compensation, professional development, and support for academic advising so that they are more in a position to support students, especially minoritized students, and to support multidimensional well-being and self-exploration/understanding.

Strategy #9 Legislative ask for funds tied to general curriculum and staffing to meet student needs for the strategies we laid out on improving First Year Experience.

Strategy #10 Investigate and evaluate racism and the culture of whiteness at EWU and determine strategies for directly addressing racism at the individual and institutional level.

Strategy #11 Systematic and continuous professional development for faculty and staff that target specific issues (e.g., academic preparedness, reading and writing skills, quantitative skills) that contribute to equity gaps in retention and graduation and hamper student success

Student Success and Student Experience

Strategies

B. Adopt a holistic, decolonial, people-centered, value-driven approach that prioritizes student well-being in multiple dimensions (e.g., physical well-being, mental/psychological well-being, cultural/linguistic well-being, financial well-being)

Strategy #1 Increase cultural humility and anti-oppression awareness across campus, including students, staff, faculty, and administration.

Strategy #2 Create a certificate/coursework that is a degree requirement that supports students in developing their multidimensional well-being and aids them in being aware of the resources available.

Strategy #3 Expanding access by building a counseling and wellness model that can go beyond 6 visits as well as accelerating and simplifying the process (reduce barriers) for students to get seen for counseling.

Strategy #4 Mandatory 2–3-day orientation before Fall enrollment (or before each fall/spring) that more robustly introduces students to campus resources and aids students in building relationships.

Strategy #5 Do a cultural audit to listen actively and thoroughly to minoritized students, staff, and faculty on the culture and experiences at EWU and commit time and resources to following up on concerns and needs to address challenges and issues of racism and other forms of oppression on campus.

Strategy #6 Repair relationships with BIPOC and LGBTQIA+ students and communities and comprehensively address harm that has been done recently and over time.



Student Success and Student Experience

Strategies

C. Support students' self-exploration and self-understanding of their values, identities, cultural heritages and career paths

Strategy #1 Embed self-exploration and self-understanding within academic experiences, including identity development and sociopolitical awareness across race, class, gender, sexuality, disability, religion, citizenship status, and more.

Strategy #2 Provide high quality and equitably accessible experiential learning opportunities including undergraduate research, paid internship, study abroad, etc.

Strategy #3 Robust financial and institutional support for academic departments that specifically address issues of identity, equity, and inclusion, specifically: GWSS, American Indian Studies, Africana Studies, Chicano/a/x Studies, and Disability Studies. Create and support, in the same fashion as above, Asian American and Pacific Islander Studies with proper funding.

Strategy #4 Robust financial and institutional support for university services that further contribute to this exploration and understanding of social/cultural identities, such as the Multicultural Center, the Pride Center, the Veterans Resource Center, and the DEI office.

Strategy #5 Robust financial and institutional support for academic departments/programs that support language development (e.g., for both foreign languages or heritage languages), including increased support for/creation of indigenous language programs here and in the wider community.



Student Success and Student Experience

Strategies

C. Support students' self-exploration and self-understanding of their values, identities, cultural heritages and career paths

Strategy #6 Robust financial and institutional support for co-curricular supports, such as panels, speakers, presentations, especially those that bring underrepresented voices to campus.

Strategy #7 Recognition, time and compensation to faculty and staff with regards to creating and implementing co-curricular events, and for faculty embedding self-exploration and understanding into curricula, including incorporating these into workload expectations and tenure requirements.

Strategy #8 Robust financial and institutional support for multiple spaces across campus for marginalized and minoritized students to gather, connect, find respite, and get support.

Strategy #9 Expand and equalize access to internships by creating an infrastructure to provide career guidance and preparation through courses and support services for (1) students in majors (such as arts, humanities, social science and natural sciences) and (2) student populations that need more career guidance or are less likely to pursue internship) that do not have a narrow career focus. Work with local employers to increase paid internships for student in these majors



Moving Forward

- Working Groups:
 - Refining strategies
 - Narrowing focus on outcomes
 - Developing strategies
- SPC: Review of outcomes and strategies
- FO: Presentations of Strategic Plan to the Faculty Senate
- SPC: Recommendations to President McMahan
- BOT: Formal approval of strategic plan

Thank You

